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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on assessing performance through informal techniques is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

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Learning Package #10

Assessing Performance through Informal Techniques

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

(All references are fully documented in enclosed bibliography, or on reference list attached to this lecture)

by Carol Nelson

Lecture

Informal diagnostic procedures, according to Collins and Cheek (1989), are important nonstandardized tools used by classroom teachers to assess student strengths and weaknesses in reading. The classroom teacher needs quick, inexpensive and accurate methods of determining the reading strengths and weaknesses of their students. Because of the teacher-pupil ratio and the time factor, simple diagnostic tools must be at teachers' disposal so that relevant data can be gathered and appropriate decisions made for guiding instruction.

While formal, standardized tests give teachers important quantitative information about the reading levels of students, informal procedures used by a teacher in the classroom can give the teacher more flexibility. Physical, intellectual, and emotional factors along with students' interests and attitudes toward reading, are important variables to consider when collecting informal diagnostic data. Prior knowledge of the information also plays an important role. Because of the importance of these factors on reading success, informal diagnostic testing is frequently a preferred means of gaining data. Through information obtained

informally teachers can easily observe behaviors and adjust the diagnostic procedures to obtain data that more accurately reflect the strengths and weaknesses of the student.

While there are many and varied types of informal diagnosis, this package will focus on attitude and interest inventories, the Informal Reading Inventory (IRI), the Reading Miscue Inventory (RMI), and cloze procedure. It is important to remember from the outset that every procedure is not to be used with every student. Collins and Cheek point out that teachers should select techniques which appear necessary and appropriate. When teachers become more experienced with using informal techniques, they will find a wealth of information is provided for them which they can use to help their students.

Attitude Inventories

Too frequently when teachers are trying to analyze the data from diagnostic information about students with reading problems the students and their feelings about reading are overlooked. Students know better than anyone else how they feel about reading and whether or not they like to read. Students who are poor readers generally do not like to read.

A study by Heathington and Alexander (1984) found that of the total time primary level teachers spent on reading instruction, the least time was devoted to developing positive attitudes toward

reading. They also found that many teachers do not make any assessment of their students' attitudes at all.

Students often do not believe they can openly express their feelings about reading, especially if those feelings are negative. By encouraging students to express their feelings, teachers can help them overcome many guilty feelings they develop about disliking reading. Students at all levels need ways to evaluate their reading and to express themselves to their teachers. As Epstein (n.d.) points out, "If we truly desire to promote positive reading attitudes or at least reduce negative attitudes, we must be aware of students' present attitudes." Remember, a poor self-image is one of the most crippling problems of poor readers.

Attitudes can be determined by several informal measures. An autobiography might be done orally or in writing depending on the student's skills and willingness to write. Students who prefer oral autobiographies may want to record them on a tape recorder. By writing or telling their reading autobiographies students may feel that they are getting some personal attention for their problems. You might provide some leading questions and ask the student to write about them. Some questions you might use would be:

-- How do you feel when you have to read?

-- What do you think when your teacher says it's time for reading?

-- What is your least favorite subject in school. Why?

-- When did you read your first book? How did you feel?

-- What do you like most (or least) about reading?

The reading autobiography allows students to gain insight into their reading difficulties and put them into perspective. From this experience, you can help your students evaluate their potential, set new goals for themselves and make the additional efforts needed to improve their reading ability.

An interview can often encourage free expression of the problems and frustrations a student is having in reading. While unwilling to discuss his reading in a class discussion setting, the student may appreciate having an opportunity to talk one-to-one with his/her teacher. We know that many disabled readers may feel hostile toward school, but with some support from the teacher, a closer student-teacher relationship can develop. The Burke Reading Interview and several other examples of possible attitude inventories and interviews are included for your use in this package.

Determining Interests

While trying to find ways to improve students' attitudes toward reading, teachers must consider the students' interests. When students are interested in what they are reading they are willing to expend greater effort. Low achieving students tend to

comprehend more and have lower frustration levels when the reading materials are highly interesting to them.

There are various ways of determining students' interests. One way is by observing the students, noting, among other things, the kinds of books they choose. Teachers should observe the students' reactions when a story is read to the class, noting those who are and those who are not interested. By selecting a variety of stories you can try to meet the interests of all the students. A short discussion of anecdotal records is in this package which will give you ideas of how to document the observation you are doing. Besides helping you understand your students more thoroughly, anecdotal records are invaluable for parent conferences and for evaluating the effectiveness of your own teaching.

Student reviews of reading materials are often good indicators of the types of materials they enjoy. One strategy is to have the students design an advertisement for a favorite book and try to "sell" it to their classmates.

A more formal means of determining interests of students is with an interest inventory. The information gained can provide the teacher with insights into the students' likes, dislikes and attitudes. Collins and Cheek caution that interest inventories must be reviewed periodically since students' interests change quickly as the students get older. This package includes a selection of interest inventories for various grade levels.

Informal Reading Inventory

One of the most informative diagnostic procedures is the informal reading inventory, or IRI. For your background information, the article "The Informal Reading Inventory: 1910-1980" by Johns and Lunn has traced the origin and development of these procedures. There are commercially prepared IRIs and many schools as well as individual teachers have developed their own. One of the biggest misconceptions about the IRI is that those prepared commercially are often looked at by teachers as formal, standardized tests. As Blanchard and Johns point out in their editorial comment "Informal Reading Inventories -- A Broader View," the directions do not have to be rigidly adhered to. The teacher should use these inventories in the way she believes will be most beneficial for her and her students.

Basically, the IRI, administered to students individually, provides information about their attitudes toward reading, reading level, word identification problems, and comprehension difficulties. If designed properly, the IRI can be administered easily and quickly by the classroom teacher.

As Blanchard and Johns state the usual components of an IRI are a series of word lists and graded passages with accompanying comprehension questions. The following steps are usually followed in the administration of an IRI:

1. The teacher establishes rapport with the student by explaining what they will be doing and by getting some indication of the background information the student may have on each of the passages.
2. The teacher uses a word list to determine the students' word identification level. The Dolch Basic Sight Word List or another list may be used.
3. The teacher chooses a selection approximately 2 grade levels below the student's estimated instructional level. Readiness for reading the selection is developed by introducing the selection and giving the student a purpose for reading the material. The articles in your package emphasize that interest is again a key word in the selection of the passages a teacher chooses to have a student read. If it is on a subject that has no interest or about which the student has no background information the results will be quite different than from a passage that is about something the student is interested in. Likewise, as Bader and Wiesendanger point out, "the humiliation felt by an adult or an older child reading a passage about fluffy bunnies must be avoided" (p. 407).
4. The student reads the paragraph orally. The teacher marks the oral reading errors on the response sheet as the student reads. There are different marking procedures that

have been suggested by various commercial IRI publishers. You may want to examine some of these to decide which coding system you want to adopt.

5. The teacher asks comprehension questions about the passage to determine how much the student has understood and remembered. The responses can be marked on a response sheet.

6. A silent reading passage may be given to the student with comprehension question asked after the student has finished reading. Again, the responses can be marked on a response sheet.

7. The teacher determines the level at which the student has read. If the frustration level (see definitions) has been reached, an easier passage should be selected. If the passage is at the student's instructional level the teacher moves to the next higher level and continues to attempt to ascertain the student's frustration level. If there were few errors, several levels may be skipped if the materials seem very easy for the student.

One important use for IRIs that Blanchard and Johns discuss is that of supporting teachers' intuitions about a student's reading ability. Teachers need to be reminded that sometimes formal test data are at odds with what the teacher is observing in the classroom. For various reasons such as those we discussed

earlier, students may be experiencing problems on standardized tests which may not show up in the more informal atmosphere of the IRI administration.

The Reading Miscue Inventory

Another type of IRI is the Reading Miscue Inventory (RMI) which stresses the "why" of the errors (miscues) students make while reading a passage. Comprehension is the ultimate reason people read, and therefore each miscue is carefully evaluated to determine its impact on comprehension. The miscues are coded into categories of semantics, syntactics and graphophonics.
A short discussion of the RMI is included in this package. If you would like more information, refer to Goodman, Watson & Burke: Reading Miscue Inventory: Alternate Procedures.

Cloze Procedure

The last, and perhaps most controversial informal diagnostic technique we will look at is the cloze procedure. Developed in 1953 by Wilson Taylor, it is a versatile procedure for use by elementary and secondary teachers in determining students' reading levels and in discovering the possible causes of reading problems. The controversy has come from recent research which suggests that the procedure is an invalid reading test because it measures a set of thinking processes related to reading and writing. Therefore, the cloze probably favors students who are not

only good readers but good writers as well. Those students who lack writing skills may do poorly on a cloze procedure.

A cloze test can be developed without any special training in test construction. Reading selections that are unfamiliar to the students can be gathered from textbooks, basal readers, or any other material that is appropriate. Suggestions on how to prepare, administer and evaluate these procedures are included in this package.

As mentioned before, experience in interpreting the various informal assessment devices comes as you use them. Collins and Cheek give some special suggestions that may help the teacher who is just beginning to use informal diagnostic procedures in the classroom:

Make these testing situations as informal as possible. Much diagnosis can be made by using observation techniques and analysis of classroom work.

Check the readability levels of all materials used in informal testing. Unless the teacher knows the readability level of the materials, the level on which the student succeeds or fails cannot be determined.

Various instruments should be used in informally diagnosing reading difficulties. No one instrument can provide all the needed data.

Limit the testing time according to an individual student's interest and attention span.

Verify data from one instrument by using your opinion, another form, or a procedure for testing a given area. Do not draw conclusions based on limited information from one observation or test.

Ask for assistance from fellow teachers. Consult with others as you review the diagnostic information on students. It is quite likely that another person can assist you in obtaining more information from the informal test.

It is our hope that you will feel more confident using one or more of the informal diagnostic procedures we have discussed in this package. If you want more information on any of them or on others that we have not had the space to include, please let us know and we will be happy to provide it.

Definitions

Attitude Scales. The rating forms used to assess a student's feelings toward reading.

Cloze procedure. An informal diagnostic technique consisting of a 250-300 word passage from which every fifth (or eighth or tenth) word is deleted. Its primary purposes are to determine the students' instructional and independent reading levels, as well as their ability to use context when reading.

Informal diagnosis. The use of nonstandardized techniques by teachers in order to determine their students' strengths and weaknesses in reading.

Informal Reading Inventory (IRI). A compilation of graded reading selections with comprehension questions to accompany each selection. This inventory is individually administered to determine the student's strengths and weaknesses in word recognition and comprehension.

IRI READING LEVELS:

Independent level. The level on which students read for recreational purposes. The material is easy enough to read quickly, with maximum comprehension of the information.

Instructional level. The level on which instruction in reading is provided. The student can read the material, but has some difficulty with the recognition of words and comprehension to the extent specified in the criteria.

Frustration level. At this level, the student has extreme difficulty pronouncing words and comprehending the material. This is the level at which the student should <u>not</u> be reading for instructional purposes, and certainly not for leisure.

Interest surveys. Inventories used to measure a student's likes, dislikes, and areas of enjoyment, in order to provide reading materials that match these areas of individuality.

Miscues. Any responses during oral reading that deviate from those anticipated.

Observation. Teacher analysis of a student's knowledge, traits, behaviors, attitudes, and interaction, as part of the on going diagnostic program.

Additional References

Collins, M. & Cheek, E. (1989). Diagnostic-prescriptive reading instruction: A guide for classroom teachers. Dubuque, IA: Wm C. Brown Publishers.

This textbook describes Collins and Cheek's notion that "individual strengths and weaknesses of each student are identified through various diagnostic procedures and that appropriate instruction is provided based on the diagnosis." Much of the information presented in the learning package on informal assessment is drawn from this book. The emphasis on the needs of the individual student is one of the most important themes for classroom teachers.

Goodman, Y., Watson, D. & Burke, C. (1987). Reading miscue inventory: Alternative procedures. New York: Richard C. Owen Publishers Inc.

Basing their theory on K. Goodman's Goodman Reading Model, the authors of this book discuss the degree to which unexpected responses, or miscues change, disrupt, or enhance the meaning of a written text. The term miscue is used to eliminate the idea that when a reader reads something other than what it says in the text it is an error. The book presents teachers with four procedures to use to analyze a student's reading along with the explanation and theory behind the Reading Miscue Inventory.

ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

June 1989 DIGEST

How Well Do Tests Measure Real Reading?

by Janet L. Powell

Despite a significant increase in test usage across the country, numerous issues surrounding the testing of reading remain unresolved. (See Johnston, 1986.) How validly it reflects what people actually do when they read is the most important consideration of any reading test. Construct validity – whether the test actually measures aspects of the behavior under consideration – is of particular importance if one is to rely on test scores to direct instruction, predict performance, or determine accountability. In 1917, Thorndike (see 1971 reprint), who defined reading as reasoning, helped promote the examination of reading as a cognitive process as thought guided by printed symbols (Farr and Roser, 1979).

Are we measuring process?

This slowly but continually emerging trend to recognize reading as a thinking process has been at the core of the controversies over the validity of various forms of reading assessment. Many critics of reading tests claim that most current approaches to the assessment of reading comprehension remain – as they have always been – measures of reading comprehension as a product of a reader's interaction with a text. Unable to assess the processes involved in comprehension, the tests measure comprehension as required responses that are the products of reading (Johnston, 1983).

Virtually all methods of assessing reading are indirect, even those that *claim* to directly assess reading *processes*. We cannot actually see the processes involved; we can only infer how a reader has comprehended. Therefore, all scores or data produced by tests of reading are indirect measures of the reading process.

The product of reading should, however, reflect the process the test-taker uses to generate the responses that produce a reading comprehension test score. That is to say that one ought to be able to assume that differences in test scores across test-takers and testing instances will reflect differences in the processes used to read the test passage and to respond as directed. How *directly* the two relate has never been determined; nor do we know how effectively test results can inform and direct the teaching of reading behaviors – even when those behaviors appear to be very similar to those that produce the test product. How well tests that do not emphasize or examine product might direct instruction that purports to develop process is a matter even less well understood.

Farr (1986) states that "the manuals of most standardized tests make very explicit the fact that the test will not provide information about a pupil's reading *processes*, but only information about the *product* of reading." However, he continues by saying that "...one could argue that the product – or score – isn't valid if a pupil doesn't use the actual processes of reading in determining the answers." The validity question that surrounds the tests thus seems to be whether or not taking the test *appears* to change the processes involved in comprehension and to solicit significantly atypical reading processes.

Metacognition focuses on process

A reader's awareness of thought processes involved in reading has recently come to be known as *metacognition*, and test designers are now including items that supposedly measure this (Aronson and Farr, 1988). The general knowledge of the reader guides him or her in monitoring comprehension processes through the selection and implementation of specific strategies to achieve some predetermined goal or purpose for reading. The chief idea involved in metacognition is that learners must actively monitor their use of thinking processes – that they must be aware of how they are processing information – and that they can then regulate them according to the purpose for reading.

The interest in metacognition among reading educators has led to an exploration of procedures to collect data on thinking processes. Data collection on mental processes has become known as *introspective data – concurrent* and *retrospective* verbal reports. Concurrent verbal reports are collected *as the subject is engaged in the reading task*. These types of reports have been criticized for interfering with the normal processes of reading (Nisbett and Wilson, 1977; Garner, 1982). Retrospective verbal reports are collected after the subject has completed the reading task. These types of reports have been criticized because subjects may forget or inaccurately recall the mental processes they employed while completing the task (Afflerbach and Johnston, 1984).

There are differences of opinion as to the validity and reliability of verbal report data in general. However, many prominent researchers agree that verbal reports, when they are elicited with care and interpreted with full understanding of the circumstances under which they were obtained, are valuable and thoroughly reliable sources of information about cognitive processes (Afflerbach and Johnston, 1984).

Verbal reports may reveal reading processes

Research that focuses on the metacognitive aspects of reading while taking a reading test comprise only a very small portion of the literature. At least three studies, however, have used verbal reports to investigate reading processes as subjects are engaged in taking reading comprehension tests. Using concurrent verbal reports, Wingenbach (1984) examined the comprehension processes employed by twenty gifted readers in grades 4 through 7 to identify the metacognitive strategies they employed as they read the *Iowa Test of Basic Skills*, a multiple-choice standardized reading test.

Wingenbach found that subjects reported using a variety of reading strategies to comprehend the text and to answer the questions. The strategies included using context clues, rereading, inferencing, personal identification with the text, and imagery. Wingenbach did not use as a comparison any other text types, making it impossible to determine whether or not the subject's mental processing was different on the test than on any other reading task.

Alvermann and Ratekin (1982) conducted a study with 98 "average" seventh-grade and eighth-grade subjects. The subjects completed a multiple-choice test and an essay test. Only retrospective reports were collected. Results of an analysis of the verbal protocols revealed that 55 subjects reported using only one reading strategy, while 30 reported using two or more. Thirteen subjects were unable to recall any specific strategy. In the report, Alvermann and Ratekin elaborate only on the statistically significant differences in strategies. They found that subjects who read to respond on an essay test "reread" more frequently than students who read the same passage knowing they will respond to multiple-choice items. In addition, subjects who read to complete an essay test reported using multiple strategies nearly twice as often as students who read for a multiple-choice test.

Other differences that were not statistically significant, may be important nevertheless. An examination of a chart representing the frequency of reported strategies shows that students read for details twice as often in the multiple-choice test as they did in the essay test. There were four reports of imaging (forming a picture of the text) in the essay test compared to one in the multiple-choice test. Subjects made a personal connection with the text an average of seven times when taking the multiple-choice test but only three during the essay test.

The use of only retrospective verbal reports severely limits the conclusions made by the researchers. When retrospection alone is used, the chances that the subjects forgot the mental processes they employed are greatly enhanced. In addition, the differences found may have been due to individual or group differences rather than task-related differences. There is little information in the report to support that the two groups were equivalent.

Powell (1988) conducted a study with nine proficient sixth-grade readers. All the subjects were observed, and they provided concurrent verbal reports as they were engaged in multiple-choice tests, cloze tests, written retellings, and a nonassessed reading task. The subjects gave retrospective verbal reports afterward. Twenty-one reading processes were identified from the verbal reports. The overall conclusions of this investigation indicated that the reading processes did differ as subjects were engaged in each of the tasks. The task which elicited behavior the most different from the other three was the cloze test. Subjects reported rereading and using context clues a great deal more on this task than on any of the others. They tied prior knowledge to the text and paraphrased the text a great deal less than in performing the other reading tasks.

The multiple-choice test and the written retellings,on the other hand, were very similar to each other and to the nonassessed reading task. The subjects reported tying prior knowledge in with the text, visualizing what was happening in the text, and paraphrasing the text almost with equal frequency across all three tasks. Therefore, within the limitations of the Powell study, it can be concluded that multiple-choice tests and written retellings had construct validity. While the scores (products) of these tests may not reveal direct information on the processes students use to complete them, the tasks do appear to involve mental processes that have long been associated with reading.

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ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

Number 6, 1988

DIGEST

Remedial Reading: Some caveats when applying two trends in diagnosis

by Roy Kress, Professor Emeritus, Temple University

Among the trends that have emerged in recent years to help diagnose the remedial reader are some which—applied with caution—may be of reasonable value to the clinician and the teacher. One of these trends has been the promotion of informal assessments, and an accompanying plethora of commercial informal reading inventories (IRIs). These instruments are designed to replace any that might be made by the teachers and clinicians who use them, and thus they should be examined carefully in terms of how well they serve teaching and clinical needs.

Customizing IRIs to minimize their limitations

Klesius and Homan (1985) responded to the emerging prominence of these instruments by suggesting ways that their reliability and validity could be improved by the teachers and clinicians using them. They recommended tape recording the student reading and his or her responses to questions so that they can be reviewed. In this way, all miscues can be identified and responses to comprehension questions can be carefully considered. Klesius and Homan recommended that items which could be answered without reading the passage be eliminated, that possible appropriate answers one's students give—but which are not listed in the inventory's directions—be added, and that questions which appear to be worded too awkwardly for the child being tested to grasp be reworded.

Klesius and Homan advised that only overall comprehension scores be used and that subskill scores based on just a few items should not be analyzed or used. They would place more emphasis on comprehension, however, than on miscue analysis and recommended watching for signs of frustration, no matter how well a student performs on the inventory.

It is highly impractical to expect either IRIs or "standard reading inventories" developed recently or even in the future to respond to *all* the many criticisms of reading tests, as Henk (1987) seems to think they can. But many IRI instruments now published do seem quite limited. Some assess only oral reading and miscue analysis, while the more comprehensive ones measure oral and silent reading comprehension and word recognition, both in isolation and in written context.

Only those IRIs accompanying basals tend to reflect the original concept of the IRI, which assesses a child's reading behavior in the materials actually used in his or her classroom instructional program. None provides the opportunity to observe how the reader goes about comprehending the information presented or how special textbook features, such as the table of contents, the glossary or index, pictorial material and graphs, a pronunciation guide, etc. are used.

The skills learned by the teacher in choosing the selections for an IRI and in constructing and revising the questions to be used are lost when published IRIs are used instead of teacher-designed instruments. The experience of constructing an IRI, which should be a part of preservice and inservice programs, trains teachers and clinicians alike to be more accurate observers of reading behavior.

Several studies reported in the ERIC database express concern about the inconsistent results yielded by published IRIs when they are compared to each other (Newcomer, 1985) or to standardized instruments such as the *Durrell Analysis of Reading Difficulty* (Nolen and Lam, 1981).

Using IRIs to select instructional materials

IRIs are frequently used to place readers in materials of appropriate difficulty, and thus readability issues are relevant to the use of the assessments. Some studies report that acting on the results of an IRI will lead to placement in reading materials that are significantly less difficult than those particular standardized tests would recommend. To some reading specialists, it is harmful to place children in unnecessarily low reading groups (Eldredge and Butterfield, 1984). Powell (1982) describes a method that responds to this concern. Teaching and diagnosis begin together with a lesson that develops motivation, background, vocabulary assistance, and purpose-setting for a particular text. Then the student reads the text aloud and the teacher records miscues for analysis. This procedure operates as a kind of IRI that identifies what Powell calls "the emergent reading level"—what the student can read *with instruction*.

Cadenhead (1987) suggests that gearing instruction to "reading levels" is relying on a myth that thwarts the challenge that more advanced material can evoke in children. Doing so, he contends, eliminates a "reasonable balance between success and challenge for the learner." While many of his arguments are quite valid for the achieving reader, they are inappropriate for the child who is a remedial reader and has experienced repeated doses of failure with printed material. Many experienced teachers and clinicians are aware of the need to follow the policy of identifying materials that will insure success when the remedial reader attempts to process text (e.g., Forell, 1985).

Some published IRIs include materials and strategies built into the diagnostic procedure, and these lead the teacher or clinician to use them with a problem reader before the result of the test can determine the inventory's specific recommendations for remediation. Some of these varied approaches are based on a contention that children will learn more readily when instruction is geared to model prefer-

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Roy A. Kress is well known for his work in remedial reading. He is a member of the **Reading Hall of Fame**, *an honorary international organization of professionals who have made significant contributions to the field of reading and literacy.*

ences they may have. The seemingly logical assumption is reoccurring in the literature; but it appears to be as far from being substantiated as it was in 1972, when Robinson demonstrated that instructional emphases matching model preferences do not appear to improve learning.

Recognizing the limitations of computerized diagnosis

Another trend in reading diagnosis may limit the sensitivity of a clinician's or teacher's analysis of individual student needs. Accompanying many published diagnostic instruments are computer software programs that eliminate the need of the test administrator to truly examine the data. The computer can thus be used to analyze a student's performance and to produce several printout pages of the objective results, interpretations of them, and recommendations based on them—a service that must by necessity be based on some arbitrarily selected standards of performance—if not a norming procedure. Colbourn (1982) describes an early protocol of such a program developed by comparing diagnostic reports written by both humans and machines.

Evan at its best, such a computer analysis cannot match the essential benefits of an IRI—its ability to individualize the diagnosis of a reader. It should be obvious that computer scoring limits the opportunity of the clinician or teacher to become ever more sensitive to how particular signs of reading behavior relate to potentially effective remediation.

Many of the diagnostic instruments which provide computerized scoring, are themselves administered by computer. Branching computer software has the ability to offer a significantly larger number of packaged items individually to the student who finds a particular subskill difficult, increasing the reliability of that subscore. The information produced by such instruments would be of value as *a part of* the collection of data that clinicians and teachers consider in placement and other instructional decisions; it is difficult to see how they can ever become the single—or even major—informant of such decisions, however.

Incorporating computerized data into insightful clinical probing

Computerized diagnoses can now assess only the simplest aspects of comprehension, and that is almost invariably done with multiple-choice items. An in-depth assessment of comprehension can be made only through careful probing of the reader's understanding. This demands a face-to-face questioning situation. Such inventories cannot yet analyze miscues; nor can they analyze or evaluate responses to open-ended comprehension items. And certainly they cannot note the frustration or deliberation that Klesius and Homan argue is indicative of material that is too difficult even when students answer the accompanying questions correctly. The ability of these computer-driven instruments to diagnose the problems of individual readers is limited to analyses based on responses to a very fixed set of questions.

Teachers and clinicians need to make use of many tools to guide their decisions, and published diagnoses accompanied by computer software are among them. It is, nonetheless, important to remain aware that—at its best—diagnosis is a dynamic, insightful process, replete with delicate clinical probing of children's responses that cannot be replicated by a computer.

Precise assessment of a reader's strategies for handling printed material is in the realm of the trained diagnostician. It can be obtained only through careful observation of reading behavior and detailed analysis of the resultant understanding. A diagnostically oriented directed reading activity or the use of an individual informal reading inventory is a prerequisite.

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Indiana University
Smith Research Center, Suite 150
2805 East Tenth Street
Bloomington, IN 47408-2698
(812) 855-5847

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ383667
AU: Bader,-Lois-A.; Wiesendanger,-Katherine-D.
TI: Realizing the Potential of Informal Reading Inventories.
PY: 1989
JN: Journal-of-Reading; v32 n5 p402-08 Feb 1989
AV: UMI
DE: Elementary-Secondary-Education; Reading-Ability
DE: *Informal-Reading-Inventories; *Reading-Diagnosis; *Reading-Instruction
AB: Discusses the use of Informal Reading Inventories (IRIs) in evaluating reading performance. Notes that although the IRI provides an in-depth evaluation of reading behavior, it should be used in conjunction with other information to assess reading ability. (MM)

AN: EJ279352
AU: Blanchard,-Jay-S.; And-Others
TI: Determining Instructional Reading Level: Standardized Multiple Choice versus IRI Probed Recall Questions.
PY: 1983
JN: Journal-of-Reading; v26 n8 p684-89 May 1983
AV: Reprint: UMI
DE: Elementary-Secondary-Education; Reading-Diagnosis; Recall-Psychology
DE: *Informal-Reading-Inventories; *Multiple-Choice-Tests; *Reading-Ability; *Reading-Instruction; *Reading-Research; *Standardized-Tests
AB: Compares results of standardized reading tests with informal reading inventories to determine whether teachers should favor one score over the other as an indicator of instructional reading level. (FL)

AN: EJ342364
AU: Blanchard,-Jay; Johns,-Jerry
TI: Informal Reading Inventories--A Broader View.
PY: 1986
JN: Reading-Psychology; v7 n3 piii-vii 1986
AV: UMI
DE: Elementary-Secondary-Education; Reading-Diagnosis; Reading-Tests; Teacher-Role; Test-Theory
DE: *Evaluation-Criteria; *Informal-Reading-Inventories; *Reading-Instruction; *Reading-Research; *Test-Use
AB: Concludes that IRIs can be useful, flexible assessment and instruction tools in the hands of knowledgeable teachers. Offers suggestions for their use. (FL)

AN: ED265630
AU: Carnine,-Linda
TI: Teaching Basic Reading Skills in Secondary Schools.

CS: Oregon School Study Council, Eugene.
PY: 1980
JN: OSSC-Bulletin; v23 n9 May 1980
NT: 44 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Cloze-Procedure; Content-Area-Reading; Informal-Reading-Inventories; Reading-Comprehension; Reading-Diagnosis; Reading-Strategies; Secondary-Education; Study-Skills; Vocabulary-Development
DE: *Basic-Skills; *Reading-Instruction; *Reading-Skills; *Teaching-Methods
AB: This document presents diagnostic and prescriptive techniques that will enable teachers to enhance secondary school students' learning through reading in content areas. Three terms used in the document are defined in Section I: "vocabulary skills" include word attack skills, sight word skills, and word meanings; "comprehension skills" are literal, inferential, and critical in nature; and "study skills" focus on using appropriate study strategies, reading speeds, and information location and selection skills. Section II reviews diagnostic procedures that allow teachers to match appropriate materials with students' entry vocabulary and comprehension. The Cloze procedure and the use of informal reading inventories are covered. Section III presents material on vocabulary instruction, discussing guided reading strategy, vocabulary building methods, dictionary use, contextual analysis, word attack strategies, diagnosis, instructional design, and presentation. Section IV covers aspects of comprehension instruction: matching students and materials, establishing purposes, reviewing and synthesizing, and utilizing questioning methods. Study skills instruction is the topic of the fifth and final section. Subtopics presented are: utilizing organizational features, surveying the selection, using graphic aids, asking questions, adjusting reading rates, reading and reviewing the materials, using study guides and time saving techniques, and employing peer tutoring. (PGD)

AN: EJ353409
AU: Cheek,-Earl-H., Jr.; And-Others
TI: Informal Reading Assessment Strategies for Adult Readers.
PY: 1987
JN: Lifelong-Learning; v10 n7 p8-10,25-26 May 1987
AV: UMI
DE: Adult-Education
DE: *Adult-Reading-Programs; *Informal-Assessment; *Reading-Achievement
AB: Six practical and readily accessible informal assessment strategies for evaluating adult readers are described. These include (1) observation, (2) simplified reading inventories, (3) cloze procedures, (4) group reading inventories, (5) criterion-referenced tests, and (6) informal reading inventories. (CH)

AN: EJ293001
AU: Cunningham,-James-W.
TI: A Simplified Miscue Analysis for Classroom and Clinic.
PY: 1984
JN: Reading-Horizons; v24 n2 p83-89 Win 1984
AV: UMI
DE: Elementary-Secondary-Education
DE: *Miscue-Analysis; *Reading-Instruction; *Teacher-Role; *Test-Construction; *Testing-Problems
AB: Discusses the Miscue Reading Inventory and offers an alternative system that keeps its strengths and completeness while eliminating most of its weak points. (FL)

AN: EJ186599
AU: Cushenberry,-Donald-C.
TI: The Role and Function of Informal Reading Evaluation
PY: 1978
JN: Reading-Horizons; 18; 4; 308-10
AV: Reprint Available (See p. vii): UMI
DE: Cloze-Procedure; Functional-Reading; Informal-Reading-Inventories; Oral-Reading; Secondary-Education; Word-Recognition
DE: *Informal-Assessment; *Reading-Ability; *Reading-Diagnosis
AB: Describes procedures for constructing and administering informal reading measures on the secondary level and discusses the proper analysis of the test results. (MAI)

AN: EJ353767
AU: Demos,-E.-S.
TI: Evaluation/Testing Procedures in Reading.
PY: 1987
JN: Reading-Horizons; v27 n4 p254-60 Sum 1987
AV: UMI
DE: Elementary-Education; Reading-Achievement; Reading-Comprehension; Reading-Research; Surveys-
DE: *Achievement-Tests; *Diagnostic-Tests; *Evaluation-Criteria; *Informal-Reading-Inventories; *Reading-Tests
AB: Discusses the evaluation and testing procedures schools use to evaluate and test reading achievement. Identifies three major categories of tests: achievement/survey, diagnostic, and informal reading inventories. (AEW)

AN: ED220816
AU: Fry,-Edward-B.
TI: Reading Diagnosis: Informal Reading Inventories.
PY: 1981
AV: Jamestown Publishers, Post Office Box 6743, Providence, RI

02940 (Catalog No. 754S, $25.00 paper).
NT: 153 p.
PR: Document Not Available from EDRS.
DE: Elementary-Education; Handwriting-; Oral-Reading; Phonics-; Reading-Comprehension; Reading-Instruction; Silent-Reading; Spelling-; Student-Interests; Vocabulary-Skills
DE: *Diagnostic-Tests; *Informal-Reading-Inventories; *Reading-Diagnosis; *Testing-Programs
AB: The reading diagnosis tests and observations in this book provide a systematic way of gathering information about a student. The first 10 chapters test the following: (1) general reading level through oral reading of graded paragraphs; (2) silent reading comprehension; (3) phonics skills through oral reading of nonsense words and phoneme grapheme correspondence through a criterion test; (4) vocabulary size through oral reading of words; (5) meaning vocabulary through silent reading of words; (6) letter and numeral recognition through oral reading of letters and numerals; (7) spelling level of beginning readers and of those of upper elementary ability; (8) handwriting quality by comparing a sample with the Ayres scale; (9) vision at a near point and a far point, and hearing through a whisper test; and (10) student interest inventories covering grades one through three and three through seven. The final three chapters explain how a teacher can obtain information through a structured parent/guardian interview, can summarize school records for maximum effectiveness, and can summarize the entire reading diagnosis process. (JL)

AN: ED280009
AU: Goodman,-Yetta-M.; And-Others
TI: Reading Miscue Inventory: Alternative Procedures.
PY: 1987
AV: Richard C. Owen Publishers, Inc., Rockefeller Center, Box 819, New York, NY 10185 ($16.95).
NT: 238 p.
PR: Document Not Available from EDRS.
DE: Diagnostic-Teaching; Diagnostic-Tests; Elementary-Education; Models-; Program-Development; Reading-Programs; Teaching-Methods
DE: *Miscue-Analysis; *Reading-Diagnosis; *Reading-Instruction; *Reading-Processes; *Remedial-Reading; *Test-Construction
AB: Expanding on the original "Miscue Inventory," this book examines various miscue analysis procedures and discusses how they provide teachers with effective methods for understanding and measuring students' reading processes. The chapters are divided into three parts, focusing on miscue analysis and the reading process, miscue analysis procedures, and miscue analysis and curriculum development. Respectively, chapters discuss (1) the importance of miscue analysis for reading professionals, the historical development of miscue analysis procedures, a recommendation for self-monitoring the reading process, and a student whose oral reading is used as an example throughout the

book; (2) the reading model developed by Kenneth Goodman; (3) the collection, organization, and marking of miscue analysis data; (4) questions used in miscue analysis; (5) an alternative procedure for miscue analysis; (6) three more alternative procedures including information on miscue selection for coding, question usage, scoring the retelling, forms for miscue coding and retelling, and calculation of statistical information; (7) three models of reading instruction and the essentials of a whole language reading program; and (8) how the information gained through miscue analysis might be used as the basis for a reading program. Appendixes include a summary of procedures, Gordon's miscue analysis, blank forms used in various procedures, and previous miscue analysis formats. (JD)

AN: EJ286202
AU: Helfeldt,-John-P.; Henk,-William-A.
TI: Administering a Group Reading Inventory: An Initiative in Improving Reading Instruction.
PY: 1983
JN: Journal-of-Correctional-Education; v34 n3 p76-79 Sep 1983
AV: UMI
DE: Adult-Reading-Programs; Correctional-Education; Delinquent-Rehabilitation; Diagnostic-Tests; Informal-Assessment; Reading-Ability
DE: *Correctional-Rehabilitation; *Informal-Reading-Inventories; *Reading-Achievement; *Reading-Diagnosis; *Reading-Tests
AB: Recommends the use of the Group Reading Inventory (GRI), an informal survey instrument, to identify general reading abilities of individuals in correctional facilities. Discusses why the GRI is appropriate for use, guidelines for constructing a GRI, and procedures for administering, scoring, and interpreting the instrument. (NRJ)

AN: EJ287926
AU: Johns,-Jerry-L; Lunn,-Mary-K.
TI: The Informal Reading Inventory: 1910-1980.
PY: 1983
JN: Reading-World; v23 n1 p9-19 Oct 1983
AV: UMI
DE: Elementary-Secondary-Education; Psycholinguistics-; Reading-Diagnosis; Reading-Instruction
DE: *Educational-History; *Influences-; *Informal-Reading-Inventories; *Test-Construction; *Testing-Problems
AB: Traces the development of the informal reading inventory from its origins in the early 1900s and discusses its future as an assessment tool. (FL)

AN: ED277993

AU: Johnson,-Marjorie-Seddon; And-Others
TI: Informal Reading Inventories. Second Edition. Reading Aids Series, IRA Service Bulletin.
CS: International Reading Association, Newark, Del.
PY: 1987
AV: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book Number 231, $6.50 member, $9.50 nonmember).
NT: 164 p.; For the first edition, see ED 072 437.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Case-Studies; Elementary-Education; Reading-Comprehension; Reading-Skills; Test-Use
DE: *Informal-Reading-Inventories; *Reading-Achievement; *Reading-Diagnosis; *Reading-Tests
AB: Representing a comprehensive description of the use of informal reading inventories (IRIs), this book is designed to provide teachers and reading specialists with practical strategies for forming diagnostic impressions that are useful for planning reading instruction. Respectively, chapters discuss (1) the purpose and nature of IRIs; (2) estimating reading levels from IRIs; (3) administering, recording and scoring individual IRIs; (4) diagnostically interpreting the results of IRIs; (5) individual word recognition tests; (6) constructing informal reading inventories and word recognition tests; (7) and group informal reading inventories; and (8) conclusions. It is argued that the best IRIs evaluate reading through procedures that are as close as possible to natural reading activities and that they attempt to achieve a close fit between assessment and instructional materials. Further, it is emphasized that teachers must have a sound understanding of both the reading process and the flexible, diagnostic uses of IRIs before using them either to determine a child's reading level or to answer specific instructional questions. The appendix, which comprises almost half of the book, presents comprehensive reports and interpretations of the results of the administration of IRIS to three children. The discussion of these cases illustrates how numerical criteria and qualitative considerations are combined to estimate reading and listening level. (JD)

AN: EJ223472
AU: Lehr,-Fran
TI: ERIC/RCS: Testing Reading Comprehension at the Secondary Level: Informal Measures.
PY: 1979
JN: Journal-of-Reading; v23 n3 p270-74 Dec 1979
AV: Reprint: UMI
DE: Literature-Reviews; Secondary-Education
DE: *Informal-Assessment; *Informal-Reading-Inventories; *Reading-Comprehension; *Reading-Tests
AB: Reviews ERIC documents dealing with the preparation and use of informal measures of reading comprehension. (DD)

AN: ED227442
AU: Levine,-Mary-Ann; Singleton,-Barbara-A.
TI: Alternative Approaches to the Assessment of Reading Attitude.
PY: [1981]
NT: 14 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Informal-Assessment; Measurement-Techniques; Teacher-Role
DE: *Reading-Attitudes; *Reading-Research; *Research-Methodology; *Research-Needs; *Research-Problems
AB: Qualitative research that takes into account children's views of themselves as well as their own assessments of their talents and capabilities in reading and other academic areas can enhance understandings already established in research and measured by standardized instruments. New avenues of qualitative research can prove amenable to assessing psychological and socioemotional characteristics of reading achievement. Overreliance on quantitative methods in assessing children's academic progress can result in a dehumanized, fragmented picture of the child. Qualitative research methods, on the other hand, can help solve the problems of analyzing the individual student in a holistic way and determining the teacher's role and importance in assessing his or her own students. The complexity of the child's reading attitudes and the obvious link with the child's individuality and personality necessitate the use of varied research methods. Possible qualitative research strategies that can be used for assessing attitudes toward reading include interviews with students, student logs, observation, teacher opinions, sociometric techniques, frequency counts of books read or checked out of the library, behavioral observations of facial expressions and nonverbal behaviors, and attitude scales. Quantitative and qualitative research techniques should be complementary rather than in opposition to or mutually exclusive of one another. (HOD)

AN: ED252767
AU: Lewis,-Ralph-L.
TI: Classroom Reading and Assessment: Bridging the Gap.
PY: 1984
NT: 28 p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Basal-Reading; Classroom-Techniques; Counselor-Role; Elementary-Education; Evaluation-Methods; Reading-Difficulties; Reading-Processes
DE: *Informal-Assessment; *Reading-Diagnosis; *School-Psychologists
AB: This document discusses basic knowledge about the reading

process, in order to help school psychologists make effective recommendations for educational programming. The paper begins by identifying and describing three models of the reading process, a traditional "bottom-up" model, a more emergent "top-down" view, and an interactive model which combines the two approaches. Next, features of classroom reading instruction are reviewed. The basal program of reading is described, and an eight-step approach for using this type of program is outlined. The discussion then takes up evaluation techniques that link reading to instruction. Informal diagnostic procedures are considered in detail including teacher conferences, classroom observation, informal reading inventories, cloze (selective or random deletions of words in a passage), word lists, phonics inventories, checklists, and student interview data. Finally, the role of the school psychologist in helping to assess children with reading difficulties is discussed. (LLL)

AN: EJ313458
AU: Lipson,-Marjorie-Youmans; And-Others
TI: Exploration of the Interactive Nature of Reading: Using Commercial IRIs to Gain Insights.
PY: 1984
JN: Reading-Psychology; v5 n3-4 p209-18 1984
AV: UMI
DE: Elementary-Education; Informal-Reading-Inventories; Reading-Instruction; Teacher-Made-Tests; Test-Validity
DE: *Reading-Diagnosis; *Reading-Research; *Test-Reliability
AB: Uses case study data from three young readers to examine the assumption that commercial informal reading inventories are as reliable as teacher made tests. Questions that assumption. (FL)

AN: ED277978
AU: Marek,-A.; And-Others
TI: A Kid-Watching Guide: Evaluation for Whole Language Classrooms. Program in Language and Literacy Occasional Paper No.9.
CS: Arizona Univ., Tucson. Coll. of Education.
PY: 1984
AV: Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 ($3.00 including postage).
NT: 54 p.; Produced by members of TAWL (Tucsonians Applying Whole Language).
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Elementary-Education; Literacy-; Reading-Instruction; Teaching-Methods
DE: *Classroom-Environment; *Classroom-Observation-Techniques; *Evaluation-Methods; *Informal-Assessment; *Language-Arts; *Teacher-Student-Relationship
AB: Divided into four sections, this monograph focuses on

effective evaluation in the whole language classroom. The first section discusses the whole language philosophy and classroom, and lists the beliefs that proponents of this approach hold about whole language teaching and teachers, language, and language learners. The second section addresses evaluation concepts centering on observation and interaction with students as they are engaged in the functional use of language, and emphasizes that student growth in a whole language classroom must be evaluated in a context sensitive to (1) opportunities for flexibility of language use, (2) students' values and attitudes about language, and (3) students' knowledge about language. In addition, three essential focuses of the evaluation process are described: observation of the students, interaction with students in using language, and analysis of students' products. The third section contains evaluation questions based on these emphases, while the final section provides supplemental evaluation tools for whole language teachers. These tools are organized around areas relating to specific language uses, such as oral language experiences, bookhandling, print awareness, and reading and writing experiences. A five-page selected bibliography, a grid of resources for whole language classrooms, and a list of the functions of language are appended. (JD)

AN: ED276104
AU: Murphy,-Sheila-C.; And-Others
TI: Selecting and Training Educational Leaders To Be Facilitators of School Improvement. R&D Report 3221.
CS: Texas Univ., Austin. Research and Development Center for Teacher Education.
PY: 1986
NT: 39 p.; In: School Improvement: Messages from Five Years of Research. Symposium presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California, April 16-20, 1986); see EA 018 717.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Administrator-Characteristics; Administrator-Education; Administrator-Selection; Elementary-Secondary-Education; Program-Implementation
DE: *Administrator-Role; *Change-Agents; *Educational-Improvement; *Management-Development; *Principals-
AB: For the past five years, researchers at the Research and Development Center for Teacher Education have studied the role of school principals and other educational leaders in facilitating school improvement. Through this research, much has been learned about the school improvement process and what facilitators do on a daily basis to bring about change. This paper provides research-based suggestions for (1) selecting and placing effective facilitators and (2) training persons to become effective facilitators of change. The research discussed in this paper is grounded in the Concerns Based Adoption Model (CBAM) and the Principal-Teacher Interaction Study, which focused on the

role of principals as the major facilitators of change in their schools. Selection of educational leaders can be partially based on styles ("responder," "manager," or "initiator"). It can also be based on the needs of the specific situation and the interactions among change facilitation teams. The process of training should include an entire change facilitation team and extend over a sustained time period, providing opportunities for applications and feedback. Three figures and seven pages of references are included. An appendix details the diagnostic components of the CBAM. (IW)

AN: ED215328
AU: Pikulski,-John-J., Ed.; Shanahan,-Timothy, Ed.
TI: Approaches to the Informal Evaluation of Reading.
CS: International Reading Association, Newark, Del.
PY: 1982
AV: International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 528, $4.00 member, $6.00 non-member).
NT: 125 p.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Classroom-Observation-Techniques; Cloze-Procedure; Content-Area-Reading; Elementary-Secondary-Education; Informal-Assessment; Oral-Reading; Reading-Comprehension; Test-Reliability; Test-Validity; Word-Recognition; Writing-Skills
DE: *Evaluation-Methods; *Informal-Reading-Inventories; *Reading-Diagnosis; *Reading-Instruction
AB: The eight articles in this compilation provide various approaches and techniques for use by classroom teachers in the informal evaluation of student reading performance. The first article outlines the many purposes for which informal measures may be used and briefly describes the various forms such measures may take, while the second focuses on teacher observation and addresses the testing concepts of reliability and validity. The third article discusses the manner in which oral reading should be evaluated and how measures of oral reading should be interpreted, and the fourth offers suggestions for evaluating decoding as well as comprehension skills. The fifth article reviews the many forms that cloze techniques can take, illustrates the breadth of informal evaluation procedures, and offers instructions for the construction and interpretation of cloze tests. The sixth article provides suggestions as to how content area teachers can use informal procedures with their students, and the seventh illustrates the interrelationships of the language skills by noting that if teachers begin to analyze the writing students produce they will gain many insights into the general language skills their students possess. The final paper reviews research indicating the values and limitations of informal reading inventories. (FL)

AN: ED233334
AU: Powell,-William-R.
TI: The Emergent Reading Level: A New Concept.
PY: 1982
NT: 17 p.; Paper presented at the Annual Southeastern Regional Conference of the International Reading Association (Biloxi, MS, November 4-6, 1982).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Informal-Reading-Inventories; Reading-Skills; Reading-Teachers; Student-Motivation; Teaching-Skills
DE: *Diagnostic-Teaching; *Diagnostic-Tests; *Reading-Achievement; *Reading-Diagnosis; *Reading-Instruction; *Student-Placement
AB: Traditional reading placement tests, determining the level at which students can read without teacher mediation, frequently lead to student underplacement. Diagnostic teaching practices, however, can be used to determine students' emergent reading level, the reading level that can be achieved through instruction. After preteaching part of a lesson--providing motivation, background, vocabulary assistance, and purpose--the teacher has students read first silently and then orally. During the oral reading, the teacher records the number and kinds of reading miscues made and notes student affect. By leading students through progressively more difficult lessons, the teacher can determine (1) at what levels the pupils can read comfortably without help, (2) when reading becomes so difficult that the experience is more harmful than helpful, and (3) what range of materials the pupils can handle effectively in a teacher-guided situation. Diagnostic testing, reflecting the original intent of diagnostic teaching, gives students the assistance and motivation needed to master increasingly complex conceptual structures. (MM)

AN: ED278981
AU: Ryan,-Sheila-M.
TI: Taking the Top Off Their Heads: Examining Young Readers' Transactions with Text.
PY: 1985
NT: 20 p.; Paper presented at the Annual Conference of Children's Literature in Elementary Education (17th, Athens, GA, May 10-11, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Basal-Reading; Cognitive-Processes; Elementary-Education; Evaluation-Criteria; Metacognition-; Reader-Response; Reader-Text-Relationship; Reading-Comprehension; Reading-Research; Reading-Strategies; Student-Evaluation
DE: *Evaluation-Methods; *Informal-Reading-Inventories; *Reading-Achievement; *Reading-Diagnosis; *Reading-Instruction; *Reading-Processes
AB: Reading evaluation should (1) be a continuous process using many samples of a learner's work, (2) allow students to engage in

uninterrupted reading, (3) constitute a learning situation, and (4) indicate new directions for improvement in an open-ended manner. Current practices for evaluating children's reading processes are usually based on samples of work that are part of the basal reading series and offer only a limited view of students' abilities. Basal series also stress a mastery learning approach, which leaves little time for the uninterrupted reading needed for a fair evaluation of reading processes. Finally, students who fail to meet the criteria to progress to the next level in a basal reading program are offered more basal reading rather than new avenues for improvement. A more accurate alternative, naturalistic assessment is based on observing students' responses to reading as they are recorded through devices such as checklists, anecdotal records, tape recording, and work samples. These procedures can be structured as learning activities in the course of teacher-student interviews. Students can respond individually or interact with a group in response to a text, and by carefully structuring these interviews, teachers can make inferences about students' covert thinking processes in reading. This and other adaptations of the interviewing process fulfill the criteria for effective reading evaluation. (Categories of reading strategies are included.) (SRT)

AN: EJ368272
AU: Scales,-Alice-M.
TI: Alternatives to Standardized Tests in Reading Education: Cognitive Styles and Informal Measures.
PY: 1987
JN: Negro-Educational-Review; v38 n2-3 p99-106 Apr-Jul 1987
NT: Special issue on testing African American students.
DE: Elementary-Secondary-Education; Evaluation-Criteria; Reading-Instruction; Scores-
DE: *Cognitive-Style; *Informal-Reading-Inventories; *Reading-Tests; *Standardized-Tests; *Test-Wiseness
AB: Although cognitive style affects test results, students of various cognitive styles are expected to perform equally well on standardized tests. Informal tests seem to be better for both impulsive and reflective style students. Perhaps a combination of standardized and informal testing is appropriate for making educational decisions about students. (VM)

AN: ED249482
AU: Shipman,-Dorothy-A.; Warncke,-Edna-W.
TI: Informal Assessment in Reading: Group vs. Individual.
PY: 1984
NT: 12 p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (1st, Kansas City, MO, September 26-28, 1984).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Comparative-Analysis; Elementary-Secondary-Education;

Evaluation-Methods; Group-Testing; Individual-Testing; Reading-Diagnosis
DE: *Informal-Reading-Inventories; *Reading-Achievement; *Reading-Research; *Reading-Tests
AB: A study was conducted to determine whether informal group assessment instruments could be used effectively to provide the same type of reading achievement information as that secured from informal individual instruments. The researchers developed group instruments comparable to individual instruments, including a group reading inventory for grades 1 through 12, cloze inventory for the same grades, specific comprehension skills assessments, and specific study skills assessments. The Group Reading Inventory (GRI) and published Individual Reading Inventory (IRI) were administered to 312 students who were expected to have reading levels ranging from the preprimer level to grade 12. The results of the two inventories were then analyzed to determine the amount of correlation between the functional reading levels of each. There was a statistically significant correlation between the scores on the GRI and on the IRI. Findings suggest that since both kinds of inventories tend to diagnose comparable functional reading levels, the GRI is a valid alternative to the IRI for assessing reading levels, and at a considerable saving of class time. (HTH)

AN: ED278631
AU: Sia,-Archibald-P.; Sydnor,-Darlean
TI: Promoting Excellence: Some Classroom Evaluation Alternatives.
PY: 1987
NT: 20 p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987). Table 1 contains small, broken type.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Evaluation-Criteria; Rating-Scales; School-Effectiveness
DE: *Academic-Achievement; *Classroom-Observation-Techniques; *Evaluation-Methods; *Student-Evaluation; *Testing-
AB: Following a brief overview of literature on excellence in the classroom, the shortcomings of objective tests as means for evaluating classroom excellence are discussed as well as the need for evaluation alternatives. Descriptions are given of evaluation alternatives, some of which focus upon reading and writing achievement: (1) observation of actual task performance; (2) documentation of student work samples; (3) use of rating scales; (4) assessment of writing samples; (5) student workbooks; (6) student debriefing after a lesson; (7) role playing and simulation games; (8) performance checklists; (9) case studies and anecdotal records; (10) interviews; and (11) questionnaires and opinionnaires. A three-page list of references and tables that illustrate some of the evaluation methods conclude the document. (JD)

AN: EJ382620
AU: Teale,-William-H.
TI: Developmentally Appropriate Assessment of Reading and Writing in the Early Childhood Classroom.
PY: 1988
JN: Elementary-School-Journal; v89 n2 p173-83 Nov 1988
AV: UMI
NT: Thematic Issue: Early Childhood Programs in Public Schools
DE: Early-Childhood-Education; Student-Evaluation
DE: *Basic-Skills; *Evaluation-Methods; *Informal-Assessment; *Informal-Reading-Inventories; *Program-Development; *Writing-Evaluation
AB: Presents principles for devising and using developmentally appropriate procedures for assessing young children's reading and writing. Contends that informal observations and structured performance sample assessments are more appropriate than standardized tests. Offers specific examples of assessments of several aspects of literacy development. (RH)

AN: ED281167
AU: Valencia,-Sheila; Pearson,-P.-David
TI: New Models for Reading Assessment. Reading Education No. 71.
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1986
NT: 14 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Theories; Elementary-Education; Evaluation-Criteria; Reading-Processes; Reading-Research; Reading-Skills; Reading-Strategies; Student-Evaluation; Test-Validity; Theory-Practice-Relationship
DE: *Informal-Reading-Inventories; *Models-; *Reading-Achievement; *Reading-Diagnosis; *Reading-Tests; *Testing-Problems
AB: During the last 20 years, the relationship between reading instruction and assessment has been framed by the logic of mastery learning. The ultimate goal of mastery learning is assuring a given achievement outcome across students by varying input characteristics such as the amount and kind of instruction and practice, or the attention paid to prerequisite skills and aptitude characteristics of individual learners. Although the focus on testing has increased with the call for educational reform, currently available tests do not reflect advances in reading theory, practice, or research. The best possible assessment of reading seems to occur when teachers observe and interact with students as they read, evaluating the way in which the students orchestrate resources to construct meaning. An effective framework for complete reading assessment takes into consideration the relationship between objectives, decision-making units, and methods of assessment, and contains

three critical features: (1) the attributes should reflect a theoretically sound model of the reading process, (2) the attributes should be highly interdependent and cannot be measured discretely, and (3) whatever is worthy of assessment ought to be assessable in different contexts for different purposes using a variety of strategies. In refocusing statewide assessment of reading, novel concepts that encourage strategic reading and that redefine the assessment-instruction link are being evaluated, such as summary writing, metacognitive judgments, question selection, multiple acceptable responses, and topic familiarity. The goal for reading instructors should be to develop valid, reliable, and usable strategies for assessment of reading comprehension. (Twenty-one references, a list of contrasts between new views of reading and current practices in reading assessment, and a framework of the relationship between objectives, decision-making units, and assessment methods are included.) (NKA)

AN: ED294061
AU: Vaughan,-Judy
TI: Assessing Reading Skills in an F.E. College.
CS: Adult Literacy and Basic Skills Unit, London (England).
PY: [1988]
NT: 7 p.; Photographs will not reproduce well.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Adult-Education; Foreign-Countries; Informal-Reading-Inventories; Models-; Readability-Formulas; Test-Construction
DE: *Cloze-Procedure; *Evaluation-Methods; *Reading-Diagnosis; *Reading-Skills; *Student-Evaluation
AB: This guide outlines a model that adult educators can use to construct a test for their adult students, regardless of subject area, that is written at the students' reading level. The problems that written tests pose for trade and technical students in further education (FE) who have poor reading skills and the drawbacks of using commercially produced tests with poor readers are discussed. A model is then proposed for using the Cloze procedure and the Simplified Measure of Gobbledegook (SMOG) readability formula to construct a trade or technical test that does not penalize poor readers. According to the model, a passage containing between 100 and 250 words is selected. The Cloze procedure is then applied to the passage, with every seventh word in the passage being deleted. The passage is then tested with a group of volunteers. A score of 90 percent or higher is taken to indicate independent reading, a score between 75 and 90 percent is considered the instructional level, and scores below 75 percent are considered the frustration level. Specific guidelines are provided for applying the Cloze and SMOG formulas and administering the test. Suggestions are also made for dealing with students' and tutors' lack of familiarity with the Cloze procedure. The model is recommended as a nonthreatening,

easy-to-introduce, and informal form of assessment. (MN)

AN: ED296309
AU: Woodley,-John-W.
TI: Reading Assessment from a Whole Language Perspective.
PY: 1988
NT: 16 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Class-Activities; Elementary-Education; Reading-Comprehension
DE: *Classroom-Observation-Techniques; *Classroom-Techniques; *Informal-Reading-Inventories; *Reading-Achievement; *Reading-Diagnosis
AB: Several approaches to reading assessment, based on the whole language approach, can provide teachers with a frame of reference to guide them in making decisions about selecting and planning classroom activities. The more traditional approach to reading assessment, usually referred to as reading diagnosis, focuses on the final product (the test scores) and looks for symptoms of underlying reading disorders. Whole language is a theoretical perspective which allows both teachers and students to focus on growth and development in language use and language learning rather than on instruction, conformity or a fixed curriculum. Approaches to reading assessment within the whole language framework include a print awareness task, book handling task, patterned language task, reading interview, miscue analysis, and situational responses to reading. The observations made by teachers using these assessments provide a meaningful alternative to heavy reliance on standardized tests and lead to a more effective educational program for all. (Twelve references are attached.) (RS)

AN: ED295126
AU: Woodley,-John-W.; Smith,-R.-Lee
TI: Reading Assessment for the Young Reader.
PY: 1988
NT: 23 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Beginning-Reading; Case-Studies; Informal-Reading-Inventories; Primary-Education; Reading-Ability; Reading-Achievement; Reading-Centers; Reading-Consultants; Reading-Instruction; Reading-Teachers
DE: *Reading-Diagnosis; *Reading-Failure; *Reading-Strategies; *Reading-Tests
AB: Methods used to diagnose a seven-year old boy's reading problems illustrate the fact that reading assessments based upon a reader's strengths and a reader's understanding and control of the process will provide information which is more useful to teachers and parents than that provided by the numerical results of standardized tests. After Andrew, the first grader being assessed at the Pupil Appraisal Center (University of North

Texas), refused to complete the "Woodcock Reading Mastery Tests," the assessment shifted away from questions about what children his age should know to questions about what Andrew does know: what knowledge of the conventions of written language Andrew has; how he views himself as a reader; what he would like to improve about himself as a reader; what he believes reading is; what strategies he thinks are available to him as a reader; and which types of reading situations, if any, he approaches with confidence. These questions provided a basis for understanding Andrew's approach to reading and an opportunity for the clinician to approach Andrew in a positive way. Using such tools as a patterned language storybook, "The Reading Interview," and the "Concepts about Print Test," the clinician made several recommendations to Andrew's parents and teacher for the adoption of specific practices which should help Andrew become a more self-assured and adept reader. (Twelve references are attached.) (MHC)

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CBIS Federal shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CBIS Federal including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CBIS Federal's control and without negligence on the part of CBIS Federal; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CBIS Federal's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CBIS Federal be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

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8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CBIS Federal.

9. DEFAULT AND WAIVER
a. If customer fails with respect to this or any other agreement with CBIS Federal to pay any invoice when due or to accept any shipment as ordered, CBIS Federal may, without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CBIS Federal in exercising any right hereunder shall waive any rights of CBIS Federal or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any questions concerning its validity, construction, or performance shall be governed by the laws of the State of Virginia.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit Account by depositing a minimum of $300.00. Once a Deposit Account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

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